

## **HIDDEN SPRINGS CHARTER SCHOOL**

**Hidden Springs Charter School  
Sponsoring District  
Boise School District #01**

<b>LOCATION:</b> Hidden Springs, Idaho	<b>OPENING DATE:</b> August 15, 2001			
<b>GRADE LEVELS &amp; STUDENT ORGANIZATION</b> (including students per grade): We serve grades K-7 with 25 students per classroom. We are planning to expand to grade 8 in 2002-03 and grade 9 in 2003-04. We are also expanding to two classrooms in grades K, 1 and 2 during next year, the 2002-03 school year.	<b>STUDENT/FTE TEACHER RATIO:</b> 22.22 to 1 <b>STUDENT/ADULT RATIO:</b> 13.79 to 1			
<b>ADMISSIONS POLICY:</b> We started with an open enrollment period; preference was given to attendance area residents, then siblings, then Boise School District, then outside Boise School District. A lottery was held if there were more students than 25 signed up for a grade level. Once a class was filled, open slots were awarded according to the preference criteria mentioned above according to date of application, excluding founders since their kids were already enrolled.				
<b>FACILITY:</b> (describe) 3 separate mobile units; one with 8 classrooms, 2 bathrooms, and 3 storage areas. One has 2 classrooms and the third has one classroom, 2 bathrooms, and the office area.  <input type="checkbox"/> Permanent <input checked="" type="checkbox"/> Temporary    Square Feet: <u>approximately 11,000</u>				
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%; vertical-align: top;"> <b>STUDENT PROFILE*:</b>            (SHOULD ADD TO 100%)         </td> <td style="width: 30%; vertical-align: top;"> <b>Asian/PacIs:</b> .5%  <b>Black:</b> .5%  <b>Hispanic:</b> 2%  <b>Native Am:</b> 0%            White: 89.9%            Multiracial: 7.1%            Males: 53.54%         </td> <td style="width: 30%; vertical-align: top;"> <b>Free/reduced lunch eligibility:</b> not known  <b>Special needs:</b> 6.01%  <b>LEP:</b> 1.51%  <b>Title I:</b> not established  <b>Children of school organizers:</b> 6.51%  <b>Females:</b> 46.46%         </td> </tr> </table> <p><i>*If there are major differences between your school and the district, please explain: Our school's make up was established by open sign up and lottery. Our makeup is the result of that open sign up period and the lottery process. This administrator believes that if the legislature truly wants charters to mirror their district, transportation to charters must be provided and paid for by the state upon the initial opening of each charter school.</i></p>		<b>STUDENT PROFILE*:</b> (SHOULD ADD TO 100%)	<b>Asian/PacIs:</b> .5% <b>Black:</b> .5% <b>Hispanic:</b> 2% <b>Native Am:</b> 0% White: 89.9% Multiracial: 7.1% Males: 53.54%	<b>Free/reduced lunch eligibility:</b> not known <b>Special needs:</b> 6.01% <b>LEP:</b> 1.51% <b>Title I:</b> not established <b>Children of school organizers:</b> 6.51% <b>Females:</b> 46.46%
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**MISSION:** *Hidden Springs Charter School's mission is to develop students who are competent, confident, productive, and responsible young adults with the academic achievements, skills, and attitudes necessary to succeed in high school, and to be offered a post-secondary education and satisfying employment. The school seeks to develop an educated citizenry for the 21st century through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. Students will be well grounded in the basics of reading, writing, math, science, and social studies, and will develop the habits of lifelong learning, curiosity, clear oral and written communication, creative thinking, effective use of technology as a tool, adaptability to new situations and new information, and problem-solving skills. They will develop personal habits and attitudes that lead to accepting responsibility for personal decisions and actions; academic honesty and the ability to face challenges with courage and integrity; a healthy lifestyle; empathy and courtesy for others; respect for differences among people and cultures; self-confidence and willingness to risk setbacks in order to learn; and the ability to work cooperatively with others.*

**CALENDAR:**

Starting Date: 8-15-01

Number of days in operation: 185

Number of hours of instruction: 1050

Number of days for students: 175

Number of contract days for teachers: 185

Vacations: 1 week at Thanksgiving, 3 weeks at Xmas/New Year, and 2 weeks Spring break

Holidays: Labor Day, Thanksgiving, Xmas, New Year, Civil Rights Day, Presidents Day, Memorial Day

EDUCATIONAL PROGRAM	<b>Check all characteristics that can be used to describe your school's program.</b>		<input checked="" type="checkbox"/>	
	Block Scheduling	<input type="checkbox"/>	Multiage/Grade	<input type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences	<input type="checkbox"/>
	E.D. Hirsch's Core Knowledge	<input type="checkbox"/>	Service Learning	<input type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input type="checkbox"/>
	Foreign Language At All Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary	<input type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input type="checkbox"/>	Project Based	<input type="checkbox"/>
	Exped. Learning Outward Bound	<input type="checkbox"/>	Modified Year Round	<input checked="" type="checkbox"/>
	<b>Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:</b> Harbor School Method			
	<b>Check all assessments that your school used this year to measure student performance.</b>		<input checked="" type="checkbox"/>	
	Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Test of Achievement and Proficiency	<input type="checkbox"/>	PSAT	<input type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	Portfolios	<input type="checkbox"/>
	NWEA Levels Tests (MAPS)	<input type="checkbox"/>	Individual Education/Learning Plans	<input type="checkbox"/>
	Other Norm Referenced Standardized Assessments : (name)	<input type="checkbox"/>	District/School Criterion Referenced Tests	<input type="checkbox"/>
			School Developed Assessments	<input checked="" type="checkbox"/>
Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: <b>The results of our ITBS are distributed to each teacher. Individual pupil results are studies by teachers. Specific lessons are designed for whole group instruction in weak areas. Individuals are also targeted in areas which they are weak in if they are part of the grades level's state standards.</b>				
Award/Honors offered to students: <b>Hall of Fame; Citizen of the Month</b>				

## **STUDENT ACHIEVEMENT DATA**

Direct Writing Assessment average: 4.2

Direct Math Assessment average: 3.6

100% of 4<sup>th</sup> graders passed the DWA; 88% of 4<sup>th</sup> graders passed the DMA

Additional results begin on the next page.

<b>STUDENT AND SCHOOL PERFORMANCE GOALS:</b>	<b>Level of Accomplishment</b>	<b>Evidence</b>
♦ Write at grade level by grade 4.	Exceeded Met <b>Partially Met</b> Did Not Address	92% met
♦ Read at grade level by grade 3.	Exceeded Met <b>Partially Met</b> Did Not Address	75% of our students were at grade level by the winter IRI.
♦ Compute math at grade level by grade 4.	Exceeded Met <b>Partially Met</b> Did Not Address	92% met
♦ Meet state standards	Exceeded Met Partially Met <b>Did Not Address</b>	State tests are not developed yet.
♦ Iowa Test of Basic Skills	<b>Exceeded</b> Met Needs Improvement Did Not Address	Our core and composite totals were in the top quartile in the nation.
♦ Direct Writing Assessment	Exceeded Met Partially Met Did Not Address	No results from state yet.
♦ Direct Math Assessment	Exceeded Met Partially Met Did Not Address	No results from state yet.

♦ Idaho Reading Indicator	Exceeded Met <b>Partially Met</b> Did Not Address	Kinder: 100%; 1 <sup>st</sup> : 76% 2 <sup>nd</sup> : 76% 3 <sup>rd</sup> : 75% by December of 2001
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GOVERNANCE		Highlight One: P=Parent S=Staff   ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected A=Appointed	
	Governing Board of the Charter School	P	1 year	A	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: monthly ❖ General meeting times: 7:15 p.m. ❖ Describe how meetings are posted to the public: posted in three places (school, Mercantile, Post Office in Hidden Springs)
		CM	1 year	A	
		CM	1 year	A	
		CM	1 year	A	
		CM	1 year	A	

FINANCIAL	2001-2002
Estimated Cost Per Student	\$ 4500
Operating Budget	\$ 1,109,098
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$834,897</p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues \$ _____</p> <p><input checked="" type="checkbox"/> Grants \$235,000</p> <p><input checked="" type="checkbox"/> Donations \$25,000</p> <p><input type="checkbox"/> Other _____ \$ _____</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized:</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
Debt	\$ _____ As Of / /
OTHER	2001-2002
Student Attendance Rate	96.79%
Student Discipline	<p># suspensions to date: 0</p> <p>% of students:</p> <p># expulsions to date: 0</p> <p>% of students:</p> <p># of referrals to date: 0</p> <p>% of students:</p>
Student Enrollment	<p>Total: 202</p> <p>Waiting List: 250</p>
Number Of Students Leaving Mid-Year	<p>Reasons For Leaving:</p> <p># Dropped out: 0</p> <p># Transferred: 9</p>



<b>OTHER <i>cont.</i></b>	<b>2001-2002</b>
Staff Development Opportunities	Spaulding 3 credit class State Standards 2 credit class
Teacher Qualifications	<p># FT: <u>10</u>   # PT: <u>1</u></p> <p># Special Ed Endorsements: <u>1</u></p> <p># Non-Certified Giving Instruction: 1</p> <p>Avg. Teaching Experience: <u>9.2</u> Years</p> <p># with MA Degree: <u>3</u> # with Ph.D. or Ed.D Degree: 0</p> <p># Teaching In Areas Outside Endorsements: 0</p>
Number of Departing Staff	<p>#: 1</p> <p>Reasons For Leaving: Teaching in China next year.</p>

OTHER <i>cont.</i>	2001-2002
Parent Involvement	Types Of Involvement: <input checked="" type="checkbox"/> in classroom <input checked="" type="checkbox"/> in school <input checked="" type="checkbox"/> take work home <input checked="" type="checkbox"/> other: committees Estimated number of parents participating: 50
<b>Business Partnerships</b> (and/or Community Involvement)	
Transportation	Drive/Are driven in private cars: <u>80</u> % Public transportation: <u>0</u> % Schoolbus/District transport: <u>0</u> % Walk/Bike: <u>20</u> % Other: <u>    </u> %
Lunch Services	Lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  # times per week: <u>1</u>  Participate in Child Nutrition Program <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Offer free/reduced lunch <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Other Student Services	Counseling <input type="checkbox"/> On site <input checked="" type="checkbox"/> Through district  Special Education <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district  After School Programs <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district  Other <input type="checkbox"/> On site <input type="checkbox"/> Through district